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## **Indian Education Summit -- A Call to Action October 15-16, 2004 Helena, Montana**

### ***Summary of Goals, Objectives, Parking Lot Suggestions, Comment Sheets and Closing Remarks***

The October 2004 Indian Education Summit - A Call to Action, hosted by the Office of Public Instruction, brought together nearly 200 educators and community leaders to help the State Superintendent develop an action plan. The Summit had two goals:

1. To seek input on how to implement Indian Education for All, MCA 20-1-501
2. To eliminate the American Indian student achievement gap

Summit participants were divided into five working groups: 1) Education System Structure, 2) Indian Education for All, 3) Dropout and Retention, 4) Educational Leadership, and 5) Improving Achievement. The groups developed objectives and strategies that were presented in a powerpoint to State Superintendent McCulloch at the conclusion of the summit.

The OPI has created the Indian Education Summit webpage [www.opi.state.mt.us/IESummit](http://www.opi.state.mt.us/IESummit) to keep everyone updated on the summit outcomes. This webpage contains links to the pre-summit issue papers, participant recommendations, and the final Summit report to the Superintendent.

Below is a summary of Summit goals, objectives, small group “parking lot suggestions”, participant comment sheets and closing remarks on how Montana can close the achievement gap for American Indian students and ensure that all schools can successfully implement Indian Education for All. These recommendations, along with all of the summit materials, are being reviewed by the State Superintendent and the OPI staff for consideration in legislation, policy and practices.

#### Summit Goals

**The goals of the Indian Education Summit are to advise the Office of Public Instruction on how Montana can:**

- Implement Indian Education For All, MCA 20-1-501
- Eliminate the American Indian Student Achievement Gap

#### **Framework of Discussion**

- **Education System Structure**
- **Educational Leadership**
- **Indian Education For All**
- **Improving Achievement**
- **Dropout and Retention**

The State of Montana, in collaboration with Montana Indian Tribes, has the responsibility to fulfill the objectives listed below.

### **Priority of Objectives**

**1st:** A proposal will be presented to the Board of Education to create an implementation council to oversee full statewide implementation of Indian Education for All.

**2nd:** An integrated P-20 curriculum for Indian Education for All, with an emphasis in language, culture and community, will be developed and implemented by the State of Montana in cooperation with the Montana Tribes.

**3rd:** An audit will be conducted to align and strengthen policies mandating implementation of MCA 20-1-501.

**4th:** A research agenda will be developed to inform Indian Education for All to implement and build a truly data driven model.

**5th:** Robust pre-school and all-day kindergarten programs emphasizing native language acquisition to reduce the AI achievement gap, will be developed and implemented.

**6th:** All entering Pre-service educators will develop cultural competence to effectively deliver IEA curriculum.

**7th:** A comprehensive statewide professional development infrastructure will deliver and support Indian Education for All curriculum.

**8th:** Develop a comprehensive system to recruit, prepare and retain highly qualified American Indian educators serving P-20 education.

### **Education System Structure**

**1st Objective:** A proposal will be presented to the Board of Education to create an implementation council to oversee full statewide implementation of Indian Education for All.

#### Strategies:

1. Audit alignment of current policy
2. Implem. Council to develop guidelines and action to fully implement IEA
3. Regular/Annual forum of MUS and tribal college system to discuss issues (P-20); Faculty exchanges, Exchange of information
4. Data structure to move student information from one system to another
5. Have a monitoring and enforcement system for compliance of the law
6. Build a clearing house of American Indian resources/network/disseminate
7. Delegation to approach Congressional delegation
8. Replicate the family structure to strengthen relations and relevancy
9. Non-graded schools
10. Low teacher-student ratios; stay with your students for as long as possible
11. Emphasis on language
12. Emphasis on healing (need people trained in psychology of colonization)
13. Fund pre-school with public funding
14. Just do it
15. Fundraising efforts for preschool
16. Incentives for extended teaching contracts and multi-age classroom
17. Create models for experimentation and study
18. Current models included language immersion schools. Examine them
19. Develop a systematic state-wide research agenda and determine specific questions that need to be studied and to establish a database of articles of studies considered...
20. Define statewide funding and organize the effort to seek grants/contracts

<b>Education System Structure</b> <u>Parking Lot</u>
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- Housing needs
- MACIE represents tribal governments, NOT advisory must not be censured
- More American Indian legislators
- Acknowledgement that Native values are at the other end of the spectrum-US American educational values
- Appeal to each party's caucus, to hold a one day pre-session orientation on key issues affecting Indian Education
- IEA institutes for administrators
- OPI establish explicit connections with 8 tribes
- Indian Education for All policy audit are OPI, Board of Regents, teacher certification, rural school board policies on Indian Ed for All aligned, coordinated, collaborative?
- Develop AI knowledge content tests grades 4-8-11
- Pursue full day kindergarten program

### Goals

- Implement Indian Education for All in all Montana Schools
- Eliminate the American Indian Student Achievement gap

### Possible Objectives and Ideas

#### Objectives (not otherwise documented)

- With the support of OPI a task force proposal will be presented to BOE to oversee full, state wide P-20 implementation of Indian Education for All to provide a unit in the OPI for aiding districts in implementation of curriculum and instruction and strengthen connection across/between within P-20 system.
- With the support of the OPI, Montana Tribes and post secondary education, P-20 schools will increase the number of highly qualified American Indian educators serving P-20 education
- curriculum, policy, teacher preparation, professional development, research
- culturally competent standards; standards, curriculum implemented; culture-"habits of the heart and of the mind."

### Strategies

- Funding for NA library resources to support the NA curriculum
- More emphasis on service-based learning
- Develop a web-based director of resources with links to others-hard copy, too
- Convene talking circles/students 5-8, 9-12 on IEA
- More required training on IEA for school board members
- School calendars should reflect community activities-days off for New Year medicine doings, January's dance, etc.
- Sense of place using local resources, outdoor classrooms
- Acknowledge that some cultural knowledge is not to be shared with outsiders-re: cultural advisors

- Tribal members must be involved in curriculum development and assessment strategies in all schools tribal and non-tribal
- OPI draft sample policies
- Universal and easy access to existing and new curricular materials
- Two part emphasis-state wide broad curriculum and more tribally specific local curriculum
- Secure funding public/private

### Resources

- Tribe to provide cultural resources, accessibility
- Provide funding to get the most qualified American Indian teachers through college and into the classrooms
- Explore Born To Learn curriculum from Parents as Teachers National Center (pilot programs in some Indian communities)
- Directory of Class 7 certified educators
- \$
- Fund technical (Native American research specialists) at state level so available to local districts

### Ideas

- encourage better teacher training programs at tribal colleges and encourage higher education systems (4-year) to collaborate with tribal colleges
- all teachers curriculum
- IEA not just content but process
- align programs at the state and school levels in order to streamline administration and share resources to support IEA
- have a monitoring and enforcement system for compliance of the law
- barrier—monitoring and enforcement
- establish an implementation plan and timeline for the content and performance standards that fulfill the obligations for Indian Education for All
- tribal vision-tribal education should not be relegated to social studies disciplines only-tribal learning/instruction must include all disciplines
- curriculum articulated within regions (transfer problems)
- provide extra and intramural cultural activities at local to state level American Indian dancing-drumming-traditional games-poetry-singing
- more highly qualified AI teachers through college
- tribal colleges and universities expand course offerings in Native American Studies, including courses that are specific to Montana Native Americans
- cross correlating curriculum development and instructional units by a statewide team that would provide professional development on a regional basis
- explicit plan for IEA professional development strategies-in-service, pre-service, summer TC/MRS, community/tribal sessions
- throughout K-12 implement culture based curriculum and at ms/hs, integrate tribal values, these have proven results
- expand Native American week to Native American year
- develop a Montana Tribes curriculum that has overall content, but also an emphasis on the nearest specific region
- 30% Indian population, OPI will conduct a targeted study on school district policies (attendance and student discipline) which are detrimental to continuous academic

progress of Native American students. Report on impact of these policies on student achievement and retention and report to determine if certain policies appear to be more conducive to student success

- Native American research specialists (state funded, available to local districts)
- OPI continue to employ Indian Ed specialist(s) (full-time) raise the position to management level, provide support staff (secretary, etc.)
- develop plan and structure that draws upon and integrates the resources of tribal colleges in implementation of Indian Education for All at all levels; increases the pipeline of students moving from tribal colleges into the postsecondary education

## Educational Leadership

### **Priority of Objectives**

**1st** : School Cultures: Montana educational leaders will enforce the implementation of state /federal mandates concerning NCLB and Indian Education for all.

**2nd:** Curriculum development: to develop a culturally accurate K-12 curriculum of American Indian cultures to disseminate to every school leader in Montana.

**3rd** Poverty: Leadership will identify and implement strategies to effectively confront the debilitating effects of poverty upon student achievement.

**4th** Data: Montana education leaders will utilize and implement a comprehensive data system that includes academic and social demographics that will inform decisions regarding strategies to improve student achievement.

**5th** Professional Development Frameworks: OPI in partnership with educational organizations and associations will develop educational resource packages to ensure implementation with integrity of 20-1-501 that will result in the elimination of the achievement gap for American Indian Students.

### **1st Objective:**

School Cultures: In conjunction with OPI, district leaders will complete an implementation plan for 20-1-501 in their district.

Strategies:

1. Provide professional development to staff to give ownership.
2. School board mandated curriculum, evaluation, class syllabus.
3. Written into 5 year school improvement plan.
4. Provide cultural resources/consultants.
5. Actively recruit and retain American Indian educators
6. Develop training for districts in participatory management style that encourages a school culture that is welcoming and in harmony with the culture of the community

Timeline: Within a year

Measurement Indicators:

OPI modifies the Annual Data Collection to gather information which reflects the strategies chosen to implement Indian Ed for All

OPI does on-site monitoring of implementation of Indian Education for All

**2nd Objective:** Curriculum development: to develop a culturally accurate K-12 curriculum of American Indian cultures to disseminate to every school leader in Montana.

Strategies:

1. Each tribe will develop a local resource.
2. Develop an Indian Education committee rep for each tribe to develop Indian Education curriculum.
3. Identify resources for the development and dissemination of Indian Education.
4. Districts will collaborate to define the desired outcomes by expanding current benchmarks and establishing competencies for content areas and grade levels

Timeline: Have a project where OPI works with the tribes for the tribes to complete an Indian cultural resource guide. Tribes can complete this project within 6 months. After completion of this guide, a state-wide group would develop a statewide K-12 Indian Education curriculum. This should take between one to two years with a group of dedicated individuals.

Measurement Indicators: Cultural guides and statewide curriculum materials developed and in use in schools. Expand annual data collection checklist to ensure compliance.

**3rd Objective:** Poverty: Leadership will identify and implement strategies to effectively confront the debilitating effects of poverty upon student achievement

Strategies:

Timeline:

Measurement Indicators: None listed

**4th Objective:** Montana education leaders will utilize and implement a comprehensive data system that includes academic and social demographics that will inform decisions regarding strategies to improve student achievement.

Strategies:

1. Statewide data management system available to all school districts to inform instruction on a continual basis.
2. Data dissemination.
3. Develop comprehensive Professional development to educate all stakeholders in the utilization of the data.
4. Identify in-state models of effective data systems and out-of-state models
5. Price those systems, search P-12 components that match the Banner system used by the Montana University System
6. Use regional delivery model for training
7. Present all of this to 2005 Legislature
8. Explore legality of privacy issues as we collect student data
9. Define the criteria to be measure and regularly examine the effectiveness or need for certain data.

Timeline: by January 2006

Measurement Indicators: (Many more ideas)

- 100% usage across the state,

- uniform data source,
- close the achievement gap,
- informed decision used,

**5th Objective:** Professional Development Frameworks: OPI in partnership with educational organizations and associations will develop educational resource packages to ensure implementation with integrity of 20-1-501 that will result in the elimination of the achievement gap for American Indian Students.

Strategies:

1. Designate a PIR day for funds professional development for all staff on 20-1-501.
2. Obtain funding to support the development of PD materials and to bring in expertise for these trainings
3. OPI will compile information, develop and distribute materials for training.
4. Develop a state web-site with links to resource materials relevant to 20-1-501.
5. Coordinate a collaborative effort of educational organizations in the state to implement 20-1-501 through these organizations.

Timeline: 2005 legislature to address the issue of mandated PIR days for fall of 2006 and the 2005 legislature needs to fund OPI for the collection, development and distribution of professional development materials.

Measurement Indicators: OPI will check for compliance that all district staff have received professional development in Indian Education for All

<p style="text-align: center;"><b>Educational Leadership</b> <u>Parking Lot</u></p>
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### Resources

- OPI will provide in-service training at regional centers located in strategic areas for maximum participation by educators, statewide leaders.
- Regional in-service training centers will also be more on task and less classroom time would be lost for academic instruction and learning opportunities for students.
- Insure that all Montana colleges and universities require Native American culture, literature and history in the curriculum.
- Recruit non-Indian champions
- Develop Indian teacher corps and Indian administrators
- Ask the Education Commission of the states to fund a follow-up study to the 1982-1984 study on progress
- Integrate knowledge of Indian leadership throughout K-12 curriculum
- Increase Class 7 certification of teachers expanding it to include culture

### Possible Objectives & Ideas

- To ensure clear communications from OPI to school leaders on the mechanisms and materials to implement 20-1-501.

- To identify incentivised mechanisms to create “buy in” in all the requirements of 20-1-501 by all principals, superintendents, the educational community, taxpayers, legislators and parents!
- Need resources
- Experts in community
- Identify way to develop handbook on each tribe
- Identify mechanisms for buy-in by all principals and superintendents statewide
- NCLB-Quality teacher is one that not only teaches academics, must be able to teach language and culture
- Class VII to include culture K-12
- Mandate teachers to take Tribal Culture in local district
- Develop curriculum for K-12 Elementary K-6; Middle School 7-8; High School 9-12 (Education Leadership)
- Combine Tribal handbooks info, one document that includes all tribes
- Professional development Class 7 licensure that certifies teachers to teach languages K-12
- How to get taxpayer to “buy-in”
- Collaborate with other organizations and TCCC
- Direct communications from OPI to tribes

#### Data Systems

- Data driven decision making, -not just test results –student background characteristics, 5 year comprehensive plans

#### Training

- Admin preparation programs, effect of poverty in student achievement, teacher training programs

#### Culture

- Encourage high expectations, cultural and organizational structure of school, engage entire community, change and continuous improvement, need tools when and how to employ change-mandated change, -voluntary efforts

#### Communications

- Need buy-in from a larger MT community-leadership role

#### Collaboration

- Collaborate with tribal colleges who are preparing teachers and recruiting student into higher education, tribal colleges have career fairs

#### Resources

- Utilize tribal educations departments

#### Curriculum



- Leadership needs to encourage the development of curriculum materials and professional development to teach teachers to use materials; you can't teach what you don't know
- Policy to train teacher aides, involve the unions in this process-educating teachers, develop curriculum for K-6 middle and high schools, develop handbooks that are tribally centered, each tribe represented, remediation courses offered through distance learning to remove barriers to university admission.
- Improved communication among all stakeholders.

### Themes

- Data System Infrastructure per school and across state
- Training-Leadership Academy model
- School culture/organization
- Resources
- Poverty
- Communications and collaborations
- Curriculum Development

## Indian Education For All

### Priority of Objectives

**1st:** Ongoing funding for Indian Education for All, 20-1-501, MCA, must be included adequately and consistently in the State P-20 budget.

**2nd:** Create and Implement a P-20 curriculum that fulfills Indian Education for All

**3rd:** Develop and implement a comprehensive plan for professional development on Indian Education for All, 20-1-501, MCA.

**4th:** Create and implement an accountability system for compliance with Indian Education for All, 20-1-501 MCA.

**1st Objective:** Ongoing funding for Indian Education for All, 20-1-501, MCA, must be included adequately and consistently in the State P-20 budget.

#### Strategies:

- Increase existing school appropriations (ANB)
- Propose new funding by new governor
- Increase funding by lawsuits or legislation
- trust funds in reserve (coal)
- All education funded – specifically Indian Ed for All
- Electing legislators that support education funding – remove from office legislators that don't support funding
- Support OPI's budget
- Group to create public will to concerted effort – educate the general public
- Lobbying should be a focus and priority for Ed Forum
- Use MQEC study to reference what \$ needs are (per pupil \$)

- Lobby for line item in HB 2 for Indian Ed for All – with rationale, marketing and where it will go – start up more expensive than maintenance
- Lobby for future education funding increases
- Collaborating with tribal officials/school boards on funding for schools

Timeline: January – April 2005,  
Each subsequent biennium

Measurement Indicators: Getting the \$\$

**2nd Objective:** Create and Implement a P-20 curriculum that fulfills Indian Education for All, 20-1-501, MCA.

Strategies:

- Revisit state standards to ensure that Indian Ed for All is included (P-20) -P-
- Adding specific language to the teacher prep accreditation standards (PEPPS) for implementation of Indian Ed for All -P-
- Establish Indian education resources network to connect Indian resources; provide a single portal -P-
- Infuse with/align to what we're doing; integrate; work with curriculum consortia/directors
- Local NAS programs - C –
- Create an educational standard (Code) in collaboration with other ed/community organizations - C –
- Indian standards infused into four state standards - P -
- Indian heritage every day -P -
- Develop culturally relevant materials; follow up with professional development for presenters -P -
- Increase collaboration between Tribally controlled community colleges and University system; Develop summer programs to help with professional development – immersion quality into native culture -P-
- Identify what is working and not working -P-
- Approach as “not a separate subject” integrate with existing standards -P-
- Shared missions across educational agencies -P-
- Need to expand the choir -P-
- Awareness of essential understandings (developed by Montana tribal educators and others) -P-
- Take advantage of telecommunications -P-
- Develop teacher web where teachers can go and share what they are doing -P-
- All stake holders need to know/use/show and buy in -P-
- Resource development – Tribes need to buy in/weigh in for specific materials -P-
- Tackle textbook problems (misinformation); provide supplemental material; eliminate perpetuation of misconception -P-
- Promote knowledge of tribal sovereignty; treaty rights – P-
- Update Indian Law related education – P –
- Higher ed – general ed requirements need to reflect Indian Ed for All; use them to educate – P –
- Representation on board of regents -P-
- Education to overcome stereotypes and promote cultural understanding (crosscultural approach) using reasoning and rationale for things -P-
- Include state agencies of all kinds in professional development in cultural training – C – (by attorney general's office – limited capacity)

Timeline: First product by January 2006, (ongoing)

Measurement Indicators: Production of appropriate programs, research, and curriculum (including materials) that have passed through an appropriate review process and/or board.

**3rd Objective:** Develop and implement a comprehensive plan for professional development on Indian Education for All, 20-1-501, MCA.

Strategies:

Timeline:

Measurement Indicators:

**4th Objective:** Create and implement an accountability system for compliance with Indian Education for All, 20-1-501 MCA.

Strategies:

Timeline:

Measurement Indicators:

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- Separate objective for higher ed/university system
- Relationships objective

Objective Ideas

- Data/accountability, create accountability measurements/mechanisms for existing standards; reporting process more in depth data collected in fall reports
- How? Why? Who?
- Professional development, more intense training for teachers and administrators (visiting elder, etc.); multi-tiered educational program that starts with administration, start at top and work down; have reservation schools serve as “role models” or “evangelists” for implementation of Indian Education for All; objective 2-how to relate to the Indian student/Tribe specific; how are we going to teach the teachers? (professional development model); plan for yearly NAS conference; current educators, renewal credits at least x units in Indian issues
- Curriculum/materials, make IEFA relevant to all Montanans; curriculum materials covering all MT Tribes that are useful for classroom teachers, parents, community organizations; provide “culturally appropriate/accurate” resources for educators; schools will develop comprehensive plan curriculum development plan; OPI will continue to develop and enhance model, research materials for IEFA; OPI “Indian Ed for All” curricular and training for in-service teachers; local communities develop Indian/culturally based standards relating to the 4 basic areas; education begins with teaching to youngest commonalities of all 7 Montana tribes, education expanded to tribal characteristic specifics-tiered curriculum; high school credit for cultural competencies through family and community

- Higher Ed, target teacher prep classes in the state university with the exact responsibilities of tiered curriculum; require schools of education to provide an annual report on how they are preparing teachers to implement MCA 20-1-501; objective 1- higher ed on board, staff (p.d.); general ed requirement in universities and colleges; plan for 2 courses in NAS for teacher training
- Relationships, develop stronger advocacy (parent) groups; get elders involved circumvent bureaucratic obstacles; comp plan...coordinate local Indian community and higher ed and school system
- Funding, plans for \$; BIA funding vs. state funding; show me the \$! and how you will be accountable for it; pass LC212 Indian Preference-teacher hiring; funding source: % of overhead for research projects involving American Indians could go to Indian Ed for All campus development for faculty and curriculum; Legislature
- Curriculum, existing resources, OPI website, Hal Schmidt teaches grad course at UM each summer
- The reason I brought the issue of addressing the need to address the prejudices and racism as part of the curriculum process is, I fear there will be a lot of sarcasm, ridicule, and racist comment by students that will be allowed by the instructors in the P-20 classrooms across Montana when this curriculum is being taught. This is based on my experience and the experience of my children and other students attending NAS classes at the university level and K-12 level

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## Improving Achievement

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### Priority of Objectives

**1st:** Develop a parental/community support system for student achievement

**2nd:** Improve student achievement through teacher preparation and professional development resulting in increased development of awareness of the needs of American Indian

**3rd:** Districts will evaluate current curricular areas by mapping the state-mandated tests used to evaluate achievement in those areas in order to: 1 identify areas of alignment/misalignment 2 use the results of this mapping to inform and improve instruction.

**4th:** use of instructional time effectively & efficiently to increase academic achievement

**1st Objective:** Develop a parental/community support system for student achievement

#### Strategies:

- Empower parents/build parenting skills
- Clarify responsibilities – school vs. parents
- Build community partnerships (tribal council, Indian Health Service, Bureau of Indian Affairs, churches)
- Advocate

Timeline: 2-3 years

Measurement Indicators:

Monitor # of parents involved

Identify resources

Implement resource centers

Implement advocacy groups

**2nd Objective:** Improve student achievement through teacher preparation and professional development resulting in increased development of awareness of the needs of American Indian

Strategies:

1. Require professional development on understanding culture of poverty.
2. At risk/low-performing students be placed with most qualified teachers (not new teachers year to year)
3. Establish state PIR day devoted to best practices for American Indian students.

Timeline:

Measurement Indicators:

**3rd Objective:** Districts will evaluate current curricular areas by mapping the state-mandated tests used to evaluate achievement in those areas in order to: 1 identify areas of alignment/misalignment 2 use the results of this mapping to inform and improve instruction.

Strategies:

1. Provide training for teachers and administrators to perform the mapping (P)
2. Provide time to plan a timeline to do the analysis (P)
3. Create avenues for all involved to discuss and have access to data

Timeline:

Annual – training may take more time initially

Cyclic: training, mapping, analyzing, implementation

Measurement Indicators:

analysis of (mapping) alignment to tests and curriculum

immediate feedback of results

time allotted to discussion

results/updates given at every step

**4th Objective:** Use of instructional time effectively & efficiently to increase academic achievement

Strategies:

1. Instill traditional values to maintain discipline & classroom management
2. Increase reading & writing instruction K-12 (including journaling)
3. Use lessons with hands-on learning, using culturally appropriate manipulatives

Timeline: 2005-2006 – Workshops on Engaging All Students, etc.

Web site should be up by Fall 2005

Measurement Indicators:

1. Series of workshops and conferences on these strategies measured by workshop evaluations and student test scores of teachers who participate.
2. Web site success measured by number of hits and number of lessons submitted

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- Increase parental awareness of early childhood reading
- Cooperative discipline-4 goals of misbehavior
- Record keeping-incentive (knowledge)

## Dropout and Retention

### **Priority of Objectives**

**1st:** All American Indian students in Montana will be provided with innovative instructional methodologies, resources, and teaching paradigms that will lead to an increased graduation rate/completion rate (H.S./GED) of at least 80%.

**2nd:** OPI will propose and support (to the Montana Board of Public Education) initiatives that strengthen and encourage early childhood education and early interventions that foster school retention for students who may be at-risk.

**3rd:** OPI will allocate adequate resources including funding to provide professional development for school personnel to meet the unique needs of American Indian students in a culturally responsive manner.

**4th:** OPI will develop a plan and identify resources for American Indian students to insure that they are provided with necessary supportive services designed to increase graduation/completion rate to at least 80%.

**5th:** OPI will develop and engage in a collaborate process between the BPE, legislature, tribal government that results in policies and legislation that will improve American Indian graduation/completion rates.

**All American Indian students in Montana will be provided with innovative instructional methodologies, resources, and teaching paradigms that will lead to an increased graduation rate/completion rate (H.S./GED) of at least 80%.**

### Strategies:

- Establish student identifier
- Implement a GED program similar to Wisconsin's
- Provide real-life curricular relevance
- Provide opportunities – Bridges; dual enrollment, AP Classes
- To increase opportunities for student activities
- Cultural Competency; develop curriculum that is culturally relevant
- Open lines of communication
- Increase the expectation and relevancy of instruction so students begin to love learning and feel good when they excel.
- Individualized Instruction
- Restructuring schools; differentiated instruction; formative assessment
- Seamless transitions between levels of schools including teacher, next step learnings; students-mentors; teachers-notes on successes; students-survival skills; pre-apprentices
- State funding for students until 21
- State need to refine definition of dropout
- American Indian Student Bill of Rights

### Timeline:

2005-2006 - 3% per year/by state

2014-2015 – 80%

Measurement Indicators: above

**OPI will propose support (to the Montana Board of Public Education) for initiatives that strengthen and encourage early childhood education and early interventions that foster school retention for students who may be at-risk.**

Strategies:

- Each year districts identify students and design and education plan for at risk students (Wisconsin/state law)
- Provide appropriate early intervention, with children (before 3<sup>rd</sup> grade)
- Develop a good literacy program; good readers; good communicators
- Provide interventions for substance abuse
- Collaborate with and support high quality accredited preschools, which would include public funding
- OPI recognize tribal education codes
- Provide early intervention for those below level in language
- Define "at-risk"

Timeline: By school year 2005/2006

Measurement Indicators:

**OPI will allocate adequate resources including funding to provide professional development for school personnel to meet the unique needs of American Indian students in a culturally responsive manner.**

Strategies:

- Eliminate discrimination
- Provide professional development statewide on Framework for Poverty
- Pilot program for teacher preparation program that's culturally based
- Staff training for cultural standards and implementation of these standards
- Professional development focuses on identifying characteristics of successful students
- Include communities in professional development opportunities
- Infuse cultural standards in teacher training education

Timeline: In place by 2005-2006 school year

Measurement Indicators:

**OPI will develop a plan and identify resources for American Indian students to insure that they are provided with necessary supportive services and programs designed to increase graduation/completion rate to at least 80%.**

Strategies:

- Mentoring one-on-one
- Mentoring; assign one long-term consistent mentor to each student (adult/child)
- More counselors; support staff; significant adults
- Connect ideas and resources on a local level
- Provide classes for parents, in order for them to help their child with the academics
- Develop student Bill of Rights

Timeline: By school year 2005-2006.

Measurement Indicators:

**OPI will develop and engage in a collaborative process between the BPE, legislature, tribal government that results in policies and legislation that will improve American Indian graduation/completion rates.**

Strategies:

- Seek cultural competency
- Explore Virginia state mandate for a meeting to give kids options
- Extended learning opportunities (tie activities to regular curriculum)
- Provide mandatory credit recovery programs
- Allow GED instruction as regular school instruction
- Increase collaboration between teachers and education agencies
- Provide money for American Indian Heritage Week
- Design Professional Development to empower students
- Make kindergarten mandatory for students
- Fund teachers for smaller classes
- Revisit attendance policies
- Set of standards of teacher education programs that include cultural competency standards

Timeline: **In place by December 1, 2004**

Measurement Indicators:

<b>Dropout and Retention</b> <u>Barriers and Strategies</u>
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Barriers

- Monitoring and enforcement
- Adequate funding/staffing
- Resistance to Indian Education for All
- “We” need help-ignorance of the issue
- Lack of professional development/materials
- Lack of forums to create opportunities

Strategies

- Audit alignment of current P-20 policy
- Implement Council to develop guidelines and action to fully implement Indian Education for All
- Delegation to approach Congressional delegation
- Regular/annual forum of Montana university system and tribal college system to discuss issues (P-20) –faculty exchanges-exchange information
- Data structure to move student information from one system to another
- Have a monitoring and enforcement system for compliance of the law
- Build a clearinghouse of American Indian resources/network/disseminate

Possible Objectives and Ideas



### Tribal Community Parents

- To increase and maintain parental/guardian involvement, parents, recognition of historical trauma, funds for parenting skills, funds for parent activities

### Student Policy-Local

- Smaller classes, to revisit attendance policies, attendance, keep students up with assignments
- Student Instruction (evaluation) in order to increase graduation rates among American Indian students, OPI will implement a statewide mechanism to follow each student through completion or 12<sup>th</sup> grade or its equivalent

### Indian Education Summit

#### Comments delivered at the microphone during final session

### Indian Education for All

- Implementing Indian Education for All is a moral obligation and privilege for all educational entities.
- Where is the MEA representation?
- The time has not been sufficient. It will be necessary to re-convene a small group to review the preliminary report before it is published.
- Funding should come from the state of Montana; the amount requested by OPI should be increased.
- MACIE and MIEA should have a seat at the Education Forum.
- We need to put together a training model to explain process for serving on boards.
- A percentage of research money received should be dedicated to Indian education.

### Achievement

- There should be a partnership with pre-school, modeled on Even Start literacy programs.
- With parents we need to do more listening and less directing. We should have a strengths-based view, not focused on solely remediation.
- Content on Indian culture and heritage is not included in the current statewide assessments.

### Dropout Prevention and Retention

- We need to have better teacher preparation on cross-cultural communication
- Need to respect native parenting
- We need to let parents know we care about them.
- We need to be cautious not to convey the message that school is not important.
- Poverty is the major issue in students dropping out. We don't just "let kids drop out".
- A dropout definition is important; it needs to correspond with the national level.
- Washington state has a definition of "push out"

### Education System Structure

- Has there been discussion about elevating the authority of the tribal council in respect to government to government relationship?
- The industrial model of 30 students to 1 teacher must be changed.
- There should be better salaries and benefits for teachers.
- An orientation for teachers returning to the reservation would be helpful.
- Implementation rests with school boards. There should be a board with authority, not advisory, but enforcing.

### Leadership

- There should be a statewide rollout for public relations so that taxpayers understand its importance and accept it.
- What is the status of the 5-year plans? What is the accountability for Indian Education for All? Is MCEL working with school boards on this issue?
- An integrated data system will move this work forward. Florida is providing technical assistance.
- The recommendations today are a draft. We need to encourage collaboration with the tribal leaders organization, which has an education committee that hasn't met yet. Tribal education departments can be active in this.

### Indian Education Summit General Public Comments

- Need to deal with issues around the culture of poverty – training for teachers
- We must be cautious of how we approach and talk with Indian parents.
- We can't water down our expectations.
- Retention issues mentioned (didn't get specific notes here)
- Be aware of issues our Indian students are dealing with – some of my kids are saying "I wish it wasn't Friday afternoon" kids want a safe place to be and sometimes school is the only safe place.
- Research done at the University must reflect reality.
- Push out definition from Washington state summit – see handout from WA.
- Needs of the kids are not being met by our Eurocentric system.
- At the next summit include kids and elders.
- Industrial model of education doesn't work for our kids.
- Teacher training and preparation for working with Indian issues is needed.
- Need to find Indian education champions – lead the efforts.

- Make the issue acceptable to taxpayers.
- Will take a huge team effort.
- We need to the support of local school boards.
- MCEL needs to have this on their agenda.
- MT/WY Tribal Leaders has an Indian Education committee need to bring them into the loop.

*For more information concerning the Indian Education for All Summit, please contact OPI Indian Education Specialist **Everall Fox** at **444-3013** or [efox@mt.gov](mailto:efox@mt.gov).*

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